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| **Unit 1: Taking a Stand** | | | | | |
| **Big Idea:** Taking a Stand  **Enduring Understanding:** Sometimes conditions or situations in life force people to take action.  **Essential Question:** What makes people take action? | | | | | |
| **WK** | **Genre & Literature** | **Enduring Understanding & Essential Question** | **Concepts/Skills**  **Academic Vocabulary** | **CCSS** | **ASSESSMENT and/or**  **RESOURCES** |
| **BOY - Benchmark Reading Assessment** | | | | | |
| **Week 1** | **Theme:** Fighting Back  **Historical Fiction:** Goin’ Someplace Special, 10  ***GL:*** *3.3;* ***L:****550L,* ***GR:*** *M*  **Autobiography:** Through My Eyes, 28  ***GL:*** *5.6;* ***Lexile:*** *860L*  ***GR:*** *W* | **Enduring Understanding**  Good readers think about settings, functions & relationships of characters in a story.  **RL.5.2, RL.5.3** | **Character & Setting** | **R.CCR.3** | **Students will identify and apply strategies used by proficient readers:**   * Make predictions before reading * Formulate questions before, during and after reading * Clarify meaning as they reread * Summarize in their own words after reading by recalling details * Make connections before, during and after they read: * **self to text** * **text to text** * **text to world** * Students apply strategies used while they are reading, such as active listening, asking questions, elaborating on information, making inferences, and making connection. * Using various instructional games and activities, the students will recall each step given by repeating instructions and teaching peers.   **Assessment:** Among a variety of possible assessments, students will produce a story map, chart or graphic organizer during text reading to include strategies used.  **Assessment:** student participation in whole group and small group settings  **Assessment:** BOY/EOY Benchmark Reading Assessment; Weekly Reading Assessments, and Unit Assessment |
| Summarize | **RL.5.3** |
| Vocabulary Strategy | **RL.5.4a** |
| **Essential Question**  What conflicts did the main character have & how were they affected by the setting? **RL.5.3** | Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 2** | **Theme:** Stand Up for What is Right  **Fiction:** Shiloh  ***GL:*** *5.7;* ***L:*** *890L* ***GR:*** *R*  **Biography:** Love at First Sight | **Enduring Understanding**  Good readers make inferences & identify incidents that advance the story; foreshadow future events. **RL.5.1** | **Make Inferences** | **R.CCR.1** |
| Character & Setting | **R.CCR.3** |
| **Essential Question**  What details help you make inferences about plot events?  **RL.5.1** | Vocabulary Strategy | **L.5.5b** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 3** | **Theme:** Remember the Past  **Expository:** Maya Lin  ***Lexile:*** *1060L*  **Expository:**  A Salute to Service Women | **Essential Understanding**  Good readers think about what sentences have in common to determine main idea.  **RL.5.2** | **Main Idea & Details** | **RI.5.2** |
| Make Inferences | **R.CCR.1** |
| Summarize | **RI.5.3** |
| **Essential Question**  What do all of the important details in this selection have in common? **RL.5.2** | Vocabulary Strategy | **L.CCR.4** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4** |
| **Week 4** | **Theme:** Helping a Friend  **Fiction:** The Night of San Juan  ***Lexile:*** *910L*  **Expository:** Phases of the Moon | **Enduring Understanding**  Good readers identify problem & solution in a plot.  **RL.5.3** | **Problem & Solution** | **R.CCR.3** |
| Summarize | **RL.5.3** |
| **Essential Question**  What problem do characters in this story have; how does it affect relationships? **RL.5.3, RI.5.5** | Character & Setting | **R.CCR.3** |
| Vocabulary Strategy | **L.CCR.4** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 5** | **Theme:** Heroes Young and Old  **Historical Fiction:** Sleds on Boston Common  ***GL:*** *4.9;* ***L:*** *640L* ***GR:*** *P*  **Poetry:** Paul Revere’s Ride  ***GL:****5.1* | **Enduring Understanding**  Good readers look for clues that tell why the author wrote the story. **RL.5.2** | **Draw Conclusions** | **R.CCR.1** | Student will read self-selected reading materials at their independent reading level.  Assessment: Classroom reading goals As developed by classroom teacher. |
| Summarize | **RI.5.3** |
| Problem and Solution | **R.CCR.3** |
| **Essential Question**  How can drawing conclusions help you to sequence a plot’s main events and explain the influence on future events? **RL.5.3** | Vocabulary Strategy | **L.CCR.4** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4** |
| **Unit 1 Benchmark Reading Assessment Week** | | | | | |
| ***Teachers teaching novel units must teach the academic vocabulary, skills aligned to each week, give the weekly reading benchmark test and unit benchmarks tests.*** | | | | | |

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| **Unit 2: Investigations** | | | | | |
| **Big Idea:** How do scientists learn about the natural world?  **Enduring Understanding:** We understand the world by investigating, or seeking answers to our questions.  **Essential Question:** How do scientists learn about the natural world? | | | | | |
| **WK** | **Genre & Literature** | **Enduring Understanding & Essential Question** | **Concepts/Skills**  **Academic Vocabulary** | **CCSS** | **ASSESSMENT and/or**  **RESOURCES** |
| **BOY - Benchmark Reading Assessment** | | | | | |
| **Week 1** | **Theme:** Scientists at Work  **Expository Text:** Hidden Worlds, 140  ***GL:*** *6.5;* ***L:****1040L,* ***GR:*** *U*  **Concrete Poem:** The Termites, 154  ***GL:*** *n/a;* ***Lexile:*** *n/a*  ***GR:*** *n/a* | **Enduring Understanding**  Good Readers analyze how the organization of a text influences the relationship among ideas. | **Sequence** | **RI.5.3** | |  | | --- | | TSW will respond to text through various means such as seminar, journal, design and construct an original piece of art to reflect literature.  Assessment: Seminar, participation  Journal, reflection  Art, completed product  When introducing new reading selections, throughout the year, students will participate in vocabulary building activities. Students will be exposed to necessary terminology for particular units. They will define words from the glossary to exercise reference skills. The class will then generate whole-class agreed upon, well-written, sentences using the vocabulary terms correctly. Students will independently respond to activities that require them to match vocabulary with definitions, draw pictures to portray definitions, and/or compose dependent clauses that demonstrate correct word usage.  **Assessment**: Students will be assessed through weekly and unit quizzes, tests, and classroom assessment. | |
| Summarize | **RI.5.3** |
| Draw Conclusion | **R.CCR.1** |
| Vocabulary Strategy | **RL.5.4b** |
| **Essential Question**  How can recognizing sequence help you understand the relationships between ideas? | Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 2** | **Theme:** Slithery Snakes  **Expository:** Rattlers!, 162  ***GL:*** *n/a;* ***L:*** *n/a* ***GR:*** *n/a*  **Folktale:** How Poison came Into the World, 176 | **Enduring Understanding**  Good readers think about what the sentences in a passage have in common to find the main idea. | **Main Idea and Details** | **RI.5.2** |
| Summarize | **RI.5.3** |
| Sequence | **RI.5.3** |
| **Essential Question**  What do all of the important details in this selection have in common? | Vocabulary Strategy | **RL.5.4a** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 3** | **Theme:** Scientific Discoveries  **Expository:** These Robots are Wild!, 184  **Expository:**  Preventing Polio, 188 | **Essential Understanding**  Good readers look for clues that reveal whether the author’s purpose was achieved. | **Author’s Purpose** | **R.CCR.6** |
| Main Idea and Details | **RI.5.2** |
| **Essential Question**  Why do you think the author wrote this story, and did he or she achieve the purpose? | Vocabulary Strategy | **RL.5.4b** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4** |
| **Week 4** | **Theme:** Balloon Flight  **Expository:** Up in the Air: The Story of Balloon Flight, 196  **Poetry:** Hot-Air Balloon Haiku, 214 | **Enduring Understanding**  Good readers verify facts and distinguish them from opinions. | **Fact and Opinion** | **R.CCR.8** |
| Author’s Purpose | **R.CCR.6** |
| **Essential Question**  Why is it important to verify facts and distinguish them from opinions? |
| Vocabulary Strategy | **RL.5.4b** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 5** | **Theme:** Extreme Weather  **Historical Fiction:** Hurricane, 222  **Poetry:** Suspense, 236 | **Enduring Understanding**  Good readers analyze how the organization of a text influences the relationship among ideas. | **Description** | **R.CCR.5** | |  | | --- | | Create Frayer Model Vocabulary Maps  Assessment: TSW correctly define the word and characteristics of the word identifying and elaborating with both examples and non-examples. |   Student will read self-selected reading materials at their independent reading level.  Assessment: Classroom reading goals As developed by classroom teacher. |
| Fact and Opinion | **R.CCR.8** |
| **Essential Question**  How can recognizing description help you understand the relationships between ideas? | Vocabulary Strategy | **RL.5.4.c** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Unit 2 Benchmark Reading Assessment Week** | | | | | |
| ***Teachers teaching novel units must teach the academic vocabulary, skills aligned to each week, give the weekly reading benchmark test and unit benchmarks tests.*** | | | | | |

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| **Unit 3: Using Your Wits** | | | | | |
| **Theme:** Using Your Wits  **Enduring Understanding:** You can use your intelligence and creativity to solve problems.  **Essential Question:** How can you use your intelligence to outwit others? | | | | | |
| **WK** | **Genre & Literature** | **Enduring Understanding & Essential Question** | **Concepts/Skills**  **Academic Vocabulary** | **CCSS** | **ASSESSMENT and/or**  **RESOURCES** |
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| **Week 1** | **Theme:** Tricksters  **Drama (Play):** The Catch of the Day  **Drama (Play):** The Fox and the Crow | **Enduring Understanding**  Good readers can recognize and explain the message or moral lesson of a work of fiction as its theme. | **Theme** | **RL.5.2** | |  | | --- | | -Read novel, watch video from same story to compare similarities/differences between character’s actions in novel as opposed to video.  -Examine the character’s background that caused them to act in a particular way.  -Analyze how the outcome of the story might change if character had acted differently.  **Assessment:** Venn diagram, graphic organizer character web  TSW identify various archetypal patterns and symbolism depicted through Folktales and Tall Tales.  **Assessment:** Student participation |  |  | | --- | | Student will read self-selected reading materials at their independent reading level.  Assessment: Classroom reading goals As developed by classroom teacher. | |
| Character and Setting | **R.CCR.3** |
| Vocabulary Strategy | **L.5.5c** |
| **Essential Question**  Why is the theme of a work of fiction important? | Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 2** | **Theme:** Thinking It Through  **Fairy Tale:** The Golden Mare, the Firebird, and the Magic Ring  **Nonfiction:** A Tale Told Around the World | **Enduring Understanding**  Good readers know that sequencing the events of a story can help them explain how each incident gives rise to future events.. | **Sequence** | **R.CCR.5** |
| Summarize | **RL.5.3** |
| Theme | **RL.5.2** |
| **Essential Question**  How can placing the events of the plot in sequential order help you identify incidents that advance the story? | Vocabulary Strategy | **RL.5.4a, L.5.5c** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4** |
| **Week 3** | **Theme:** Tales  **Expository:** Tricky Tales  **Expository:**  Talk About a Great Story | **Essential Understanding**  Good readers can make connections between ideas in a text by comparing and contrasting information. | **Compare and Contrast** | **RI.5.3** |
| Summarize | **RL.5.3** |
| Sequence | **R.CCR.5** |
| **Essential Question**  How did comparing and contrasting information help you connect ideas in this text? | Vocabulary Strategy | **RL.5.4a, L5.5.c** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 4** | **Theme:** Challenges  **Folktale:** Blancaflor  **Expository Text:** Kitchen Alchemy | **Enduring Understanding**  Good readers can recognize and explain the message or moral lesson of a work of fiction as its theme. | **Theme** | **RL.5.2** |
| Compare and Contrast | **RL.5.3** |
| **Essential Question**  Why is the theme of a work of fiction important? |
| Vocabulary Strategy | **RL.5.5a** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 5** | **Theme:** Talking in Codes  **Historical Fiction:** The Unbreakable Code  **Poetry:** Navajo Code Talkers | **Enduring Understanding**  Good readers pay attention to the author’s perspective in order to understand how he or she feels about a topic. | **Author’s Perspective** | **RL.5.6/ R.CCR.6** |  |
| Theme | **RL.5.2** |
| Vocabulary Strategy | **RL.5.4a** |
| **Essential Question**  What is the author’s perspective toward the events in this story? |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Unit 3 Benchmark Reading Assessment Week** | | | | | |
| ***Teachers teaching novel units must teach the academic vocabulary, skills aligned to each week, give the weekly reading benchmark test and unit benchmarks tests.*** | | | | | |

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| **Unit 4: Team Up to Survive** | | | | | |
| **Theme:** Team Up to Survive  **Enduring Understanding:** Teamwork can help us get through difficult situations.  **Essential Question:** How can teamwork help in a difficult situation? | | | | | |
| **WK** | **Genre & Literature** | **Enduring Understanding & Essential Question** | **Concepts/Skills**  **Academic Vocabulary** | **CCSS** | **ASSESSMENT and/or**  **RESOURCES** |
| **BOY - Benchmark Reading Assessment** | | | | | |
| **Week 1** | **Theme:** Extreme Conditions  **Expository:** Spirit of Endurance  **Expository:** Exploring the Earth | **Enduring Understanding**  Good readers can analyze how the organization of a text influences the relationships among ideas. | **Problem and Solution** | **RI.5.3** | |  | | --- | | When introducing new reading selections, throughout the year, students will participate in vocabulary building activities. Students will be exposed to necessary terminology for particular units. They will define words from the glossary to exercise reference skills. The class will then generate whole-class agreed upon, well-written, sentences using the vocabulary terms correctly. Students will independently respond to activities that require them to match vocabulary with definitions, draw pictures to portray definitions, and/or compose dependent clauses that demonstrate correct word usage.  **Assessment**: Students will be assessed through weekly and unit quizzes, tests, and classroom assessment. | |
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| Author’s Perspective | **R.CCR.6** |
| Vocabulary Strategy | **L.CCR.4** |
| **Essential Question**  How can recognizing a text structure help you understand the relationship between ideas? | Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 2** | **Theme:** Teams on the Job  **Expository:** Ultimate Field Trip 5: Blasting off to Space Academy  **Myth:**  The Flight of Icarus | **Enduring Understanding**  Good readers think about what the sentences in a passage heave in common to find the main idea. | **Main Idea and Details** | **RI.5.2** |
| Summarize | **RI5.3** |
| Theme | **RL.5.2** |
| **Essential Question**  What do all of the important details in this selection have in common? | Vocabulary Strategy | **L.5.4a** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 3** | **Theme:** Helping Out  **Expository Article:** Heroes in Time of Need  **Expository:**  The World’s Best Neighbor | **Essential Understanding**  Good readers verify facts and distinguish them from opinions. | **Fact and Opinion** | **R.CCR.8** |
| Summarize | **RI.5.3** |
| Sequence | **R.CCR.5** |
| **Essential Question**  Why is it important to verify facts and distinguish them from opinions? | Vocabulary Strategy | **L.5.4b** |
| Phonics | **RF.5.3a/L.5.4c** |
| Fluency | **RF.5.4** |
| **Week 4** | **Theme:** Family Teams  **Folktale:** Zathura  **Expository:** Observing the Night Sky | **Enduring Understanding**  Good readers connect information to draw conclusions about the events in a story. | **Draw Conclusions** | **R.CCR.1** |
| Author’s Perspective | **R.CCR.6** |
| **Essential Question**  How can drawing conclusions help you identify incidents that advance the story? |
| Vocabulary Strategy | **L.5.5c** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 5** | **Theme:** Camping Out  **Fiction:** Skunk Scout  **Nonfiction:** Our National Parks | **Enduring Understanding**  Good readers think about the settings and the functions and relationships of characters in a story. | **Character and Setting** | **R.CCR.3** |  |
| Theme | **RL.5.2** |
| **Essential Question**  What conflicts did the main character have, and how were they affected by the setting? | Vocabulary Strategy | **L.5.4c** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Unit 4 Benchmark Reading Assessment Week** | | | | | |
| ***Teachers teaching novel units must teach the academic vocabulary, skills aligned to each week, give the weekly reading benchmark test and unit benchmarks tests.*** | | | | | |

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| **Unit 5: The American West** | | | | | |
| **Theme:** The American West  **Enduring Understanding:** The development of the American West played a large role in the history of the United States.  **Essential Question:** How did the American West change during our country’s early years? | | | | | |
| **WK** | **Genre & Literature** | **Enduring Understanding & Essential Question** | **Concepts/Skills**  **Academic Vocabulary** | **CCSS** | **ASSESSMENT and/or**  **RESOURCES** |
| **BOY - Benchmark Reading Assessment** | | | | | |
| **Week 1** | **Theme:** The Spanish in the Early West  **Historical Fiction** Valley of the Moon  **Expository:** The Settlement of the West | **Enduring Understanding**  Good readers look for cause-and-effect relationships to determine how one event gives rise to another. | **Cause and Effect** | **R.CCR.3** | |  | | --- | | Students will identify the point of view used in a selection and imagine how the story would change if the point of view changed. Students will rewrite one incident from the story in order to reflect a change in point of view.  Assessment: written product reflecting alternative point of view with the new point of view identify  Alternate assessment: role play acting out the 2 different points of view  TSW use two different characters from a story and create a Venn Diagram comparing and contrast character actions and traits.  Assessment: Completed Venn Diagram  Using various advertisements, students will examine message and motive of the advertisement. Students will then develop a method to determine if message is a fact or opinion by looking for clue words.  Assessment: TSW create their own ads using both fact and opinions. Then students will trade student-created ads and determine which statements are facts or opinions. | |
| Draw Conclusions | **R.CCR.1** |
| Vocabulary Strategy | **RL.5.4c/ L5.5c** |
| **Essential Question**  What cause-and-effect relationships did you find in the story? | Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 2** | **Theme:** Cowboys  **Biography:** Black Cowboy Wild Horses  **Poetry:** Home on the Range | **Enduring Understanding**  Good readers look for clues in the text to make inferences about story events that are not directly stated. | **Make Inferences** | **R.CCR.1** |
| Cause and Effect | **RL.5.3** |
| **Essential Question**  What details help you make inferences about events in the plot? | Vocabulary Strategy | **L5.5c** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 3** | **Theme:** Exploring New Places  **Expository:** A Historic Journey  **Expository:**  Designed by Nature | **Essential Understanding**  Good readers analyze how the organization of a text influences the relationships among ideas? | **Cause and Effect** | **RI.5.3** |
| Main Idea and Details | **RI.5.2** |
| **Essential Question**  How can recognizing cause-and-effect as a text structure help describe the relationships between ideas in the text? | Vocabulary Strategy | **L.5.4c/ L5.5c** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4** |
| **Week 4** | **Theme:** Tall Tales  **Folktale:** Davy Crockett Saves the World  **Expository:** The Tales are Getting Taller | **Enduring Understanding**  Good readers think about the setting and its effect on the events of the plot, including how one event may give rise to another. | **Plot and Setting** | **R.CCR.3** |
| **Essential Question**  What important details do you recall about the setting, and the main events of the plot? | Make Inferences | **R.CCR.1** |
| Vocabulary Strategy | **L.CCR.4** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 5** | **Theme:** The Right to Vote  **Biography:** When Esther Morris Headed West  **Expository:** Suffrage for Women | **Enduring Understanding**  Good readers verify facts and distinguish them from opinions. | **Fact and Opinion** | **R.CCR.8** |  |
| Main Idea and Details | **RI.5.2** |
| **Essential Question**  Why is it important to verify facts and distinguish them from opinions? | Vocabulary Strategy | **L.5.4c/ L.5.5c** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Unit 5 Benchmark Reading Assessment Week** | | | | | |
| ***Teachers teaching novel units must teach the academic vocabulary, skills aligned to each week, give the weekly reading benchmark test and unit benchmarks tests.*** | | | | | |

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| **Unit 6: Changes** | | | | | |
| **Theme:** Changes  **Enduring Understanding:** Events in our lives can change the way we think.  **Essential Question:** What events can help change the way you think? | | | | | |
| **WK** | **Genre & Literature** | **Enduring Understanding & Essential Question** | **Concepts/Skills**  **Academic Vocabulary** | **CCSS** | **ASSESSMENT and/or**  **RESOURCES** |
| **BOY - Benchmark Reading Assessment** | | | | | |
| **Week 1** | **Theme:** Overcoming Obstacles  **Fiction** Miss Alaineus  **Expository** The National Spelling Bee | **Enduring Understanding**  Good readers think about the characters, their relationships, and how they affect the plot. | **Character and Plot** | **R.CCR.3** | |  | | --- | | When introducing new reading selections, throughout the year, students will participate in vocabulary building activities. Students will be exposed to necessary terminology for particular units. They will define words from the glossary to exercise reference skills. The class will then generate whole-class agreed upon, well-written, sentences using the vocabulary terms correctly. Students will independently respond to activities that require them to match vocabulary with definitions, draw pictures to portray definitions, and/or compose dependent clauses that demonstrate correct word usage.  **Assessment**: Students will be assessed through weekly and unit quizzes, tests, and classroom assessment. | |
| Theme | **RL.5.2** |
| Vocabulary Strategy | **L.5.4a/ L.5.5c** |
| **Essential Question**  What conflicts did the main character in this story have, and how did they affect the plot? | Phonics | **RF.5.3a/ L.5.4b** |
| Fluency | **RF.5.4b** |
| **Week 2** | **Theme:** Growing Up  **Fiction:** Bravo Tavo  **Expository:** Water A Portable Potable | **Enduring Understanding**  Good readers identify the problem in a story and how it affects the characters and their relationships. | **Problem and Solution** | **R.CCR.3** |
| Monitor comprehension |  |
| Character and Plot | **R.CCR.3** |
| **Essential Question**  What problem do the characters in this story have, and how does it affect their relationships? | Vocabulary Strategy | **L.5.4a** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 3** | **Theme:** Improving Lives  **Expository:** A Dream Comes True  **Expository:**  Profile Paralympian | **Essential Understanding**  Good readers analyze the position an author takes and recognize techniques of persuasion | **Persuasion** | **RI.5.8** |
| Monitor Comprehension |  |
| Author’s Purpose | **R.CCR.6** |
| **Essential Question**  What techniques of persuasion did the author use in this selection? | Vocabulary Strategy | **RL.5.4a** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 4** | **Theme:** Fitting In  **Fantasy:** Weslandia  **Expository:** Blue Potatoes and Square Watermelons | **Enduring Understanding**  Good readers can explain the message pr moral of a work of fiction as its theme. | **Theme** | **RL.5.2** |
| Vocabulary Strategy | **L.5.4c** |
| **Essential Question**  Why is the theme of a work of fiction important? |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Week 5** | **Theme:** Taking Chances  **Fiction:** The Gri Gri Tree  **Expository:** The Largest Creature on Earth | **Enduring Understanding**  Good readers summarize the events to explain how each incident gives rise to future events. | **Summarize** | **RL.5.2** |  |
| Theme | **RL.5.2** |
| **Essential Question**  How did summarizing the main events of the plot help you identify incidents that advanced the story? | Vocabulary Strategy | **RL.5.4b** |
| Phonics | **RF.5.3a** |
| Fluency | **RF.5.4b** |
| **Unit 6 Benchmark Reading Assessment Week** | | | | | |
| **EOY - Benchmark Reading Assessment** | | | | | |
| ***Teachers teaching novel units must teach the academic vocabulary, skills aligned to each week, give the weekly reading benchmark test and unit benchmarks tests.*** | | | | | |

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| **Unit 2:** | | | |
| **Big Idea:**  **Enduring Understanding:**  **Essential Question:** | | | |
| **CCSS** | **CONTENT KNOWLEDGE/SKILLS** | **VOCABULARY** | **MATH PRACTICES/ASSESSMENT/RESOURCES** |
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